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ABSTRACT

Title IX legislated, among other things, equal educational opportunities for boys and girls in physical education. Although there are many practices which discriminate against girls' sports, and it is important to correct these, Title IX really calls for a fundamental change in all physical education programs to give each individual child the best possible opportunities for acquiring motor skills. Children need varied kinds of movement for both psychological and physical reasons. Male coaches too often teach a limited range of sports based on the sports they engaged in in college, while women gym teachers have frequently had too little exposure to competitive sports. A balance between the two is needed. Furthermore, in theory, physical education instruction for all is the main concern, with interscholastic competition an additional component. In practice, however, less emphasis is given to providing an instructional program geared to the needs of all students. Change is clearly necessary, and teachers must be involved in the change process, both in terms of devising a framework for a new curriculum and in examining the basic goals in their programs. Instructors should realize how crucial it is for people to learn to move effectively, since life cannot proceed without movement, and to upgrade their physical education programs according to the requirements of Title IX. (CD)

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AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
108th Annual Convention
Atlantic City, N.J. February 20-23, 1976

SPEAKER: Lucille M. Burkett, Director of Health and Physical Education, City School District, Shaker Heights, OH

TOPIC: Sex Equality in Physical Education and Athletics

PLACE: Room J, Convention Hall

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SEX EQUALITY IN PHYSICAL EDUCATION AND ATHLETICS

Panel Presentation

by

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Shaker Heights, Ohio

Sunday, February 22, 1976 - 2:30 P.M.

American Association of School Administrators' Convention

Atlantic City, N.J.

THE COMPLEXION OF THE NEW PHYSICAL EDUCATION Burke

The Title IX regulations deal with equal educational opportunities for boys and girls in all programs in all schools that receive federal financial assistance for any of its programs. Title IX's focus and thrust is to provide equal opportunities for all to learn in an atmosphere which is safe, free from tensions, is challenging and rewarding. We must look at the real meaning, the intent of the law, for it does not just mean equal opportunities for women to learn and participate but it means for ALL. It emphatically states that all discrimination in education within our organizations be eliminated.

In order to be logical in the approach to full compliance with the Title IX regulations in physical education and athletics, our priorities must be recognized and established.

Confusion must be avoided. Physical educators and coaches must read and be attentive to understanding completely the total thrust of Title IX within their schools. The term equal refers to opportunities - these opportunities are not to be evaluated in terms of cost.

The administrators role becomes one of clarifying the intent of all board policies and building programs as well as one of recognizing and evaluating all practices which are caused by personnel and legislation. It is within the perimeters of the stated policy intent and the actual practice - the implementation to which administrators must be attentive.

For instance, by policy, the Board of Education allocates equal or equitable dollars to both boys and girls athletics believing that programs can and should, therefore,provide equal opportunity to both sexes. In reality, the long established boys' program has built an athletic fund through gate receipts. Those dollars may be spent for bus transportation, new uniforms or anything else needed by boys teams - all of which are beyond the reach of the newly established girls athletic fund. This situation, in reality, has not eliminated the discriminatory practice between

boys and girls athletics and, therefore, the policy intent has not corrected the situation.

Let's take a serious look at physical education in our schools. Do opportunities to learn the physical skills and movement principles in dance, gymnastics, sports and acquatics exist for all girls as well as all boys or have the majority of children been denied a viable physical education experience?

As one observes how little is really done for elementary school children in helping them to develop movement and sport skills, it is not a question of discrimination against girls - it is discrimination against all children. The research has for sometime suggested and indicated the importance of movement and motor development in the building of positive self concepts. We know that growing children need vigorous and challenging motor experiences. Teachers who have the expertise in the motor movement field, who themselves possess some physical skills and who are aware of the needs, emotions and feelings of youth can through movement - sport experiences help to build in each student a confidence in himself and his performance. Like any competency needed by youth the development of movement - sport skills cannot be gained through a void, a vacuum, by standing in a line of 6-10 waiting for one turn to shoot a ball at a basket - or by chance. It is through acquiring competencies in movement skills - being able to move efficiently, that enables one to run, walk, talk and smile - that confidence and success are realized.

The physical education experience for the child and the young adult will be most meaningful when teachers and administrators realize that individualization of learning experiences is as appropriate and necessary in physical education as it is in any phase of their learning program.

Schools must be attentive to the individual and his needs. To all students and especially to the young. To assist them in realizing their ability and potential to manage their bodies with efficiency in all situations - those with stress and those with pleasures for this is the avenue - a key to the way they think and feel about themselves.

In 90% of the secondary schools there exist programs for boys and girls where competency requirements, the intent, content, evaluation practices, and teaching methods are extremely different.

The separation of facilities is not the most serious problem with which some administrators are being challenged for it is the separation of belief about all students having the right to each teacher's full attention, most expertly planned and conducted class - a real learning experience. It is this separation that has caused the lack of communication within the department of physical education. Too often it has been the male physical educator who is also the coach who has too frequently ignored his classes.

Existing patterns of communication have been built around negative behaviors and as a result professional discussions have never been very positive or rewarding. Too often women teachers had to fight for - set up challenges and threats - I've even seen those who tried temper tantrums to get the gym on Friday after school for the G.A.A.

The professional preparation for male coaches and physical educators emphasized sport skills and provided them with sports competition experiences which for many were more narrow than those which they had in high school. The high school three letterman probably lettered in only one sport and certainly no more than two sports at his college. As a consequence, the focus is on a limited number of sports and other movement experiences for boys.

At the same time, there were very few college women's interscholastic teams. Some institutions may have had several teams depending upon locale and staff interest - field hockey, fencing, tennis, golf, etc. Most women physical education teachers who are 30 or over had no competitive sports experience and for those who did, most of their competition experience started with church leagues and A.A.U. and they chose colleges and universities that could continue to provide some type of sports competition for them.

Men and women physical educators in their professional preparation experiences.

were being exposed to a philosophy which suggested that the teacher was responsible for all phases of the program and that the traditional triangular structure which has for years existed in physical education - the base - instructional program, the intramural program and the interscholastic program were different from each other, supportive of each other, and all were needed to meet the needs of all students. It was clearly established that there were priorities in this structure. The primary obligation of physical education in the schools was the instructional program for all boys and girls. Intramurals existed for all on a voluntary basis and interscholastics have always been thought of as the Level 5 or Advanced Placement offerings in physical education. The practice has not been that but the intent of the philosophy was to build programs on this logical base.

The separations - the gaps are real and too many. And, this is our administrative challenge in realization to Title IX. All know that the dictates of the guidelines must be fulfilled. The atmosphere for arriving at the solution and the process used to bring about the change in program, organization, teaching and evaluating must receive our most thoughtful and professional support.

The focus in any change thrust must be on the changers - the teachers. It must also include others whom the change will effect.... the students and parents.

Where efforts are being made to reconstruct, change, develop new programs and introduce new managerial approaches, it is imperative that those who are designing and implementing changes, be the targets of the change - for they are the changers. They are at the action level - the only level which can produce a difference.

In going from where one is to a new or different position, there must be, on the part of the personnel involved, a unified feeling of wanting to explore and move to another mode - another curriculum - a different teaching style and/or working style. All of the individuals involved in the discipline being studied should be encouraged to participate in the thinking and to assist in determining the specifics of the study to be conducted. They should be provided with the necessary tools and information which will make it possible for them to think, discuss, and write about

physical education for the students in their schools. The operational patterns, content and methods must be selected which can be used by individual teachers in the uniquely different schools. Programs which suggest specific content items are - or should be - designed for specific situations.

When teachers become more involved in the decision - making processes in their schools, they then have truly obligated themselves to fulfill the philosophy and the curricular efforts of the district. They feel a sense of being a significant part. This is essential if curriculum re-organization and revision are to be at all successful.

It is perhaps idealistic - and all of life needs idealists - to suggest that parents and students should also become involved in the decision - making thrusts in a school community; however, it certainly gives a more comprehensive understanding of the issues and needs of a school district. The effective participation of individual community groups can only occur if those in leadership positions make it possible for them to learn about curricular structures, methods for introducing change and to provide them with specific roles and indicate to them the extent of their authority in the making of final decisions.

It is apparent that if you believe there is another way to go than in the direction you have been presently engaged, we must start with the acceptance of the ideas mentioned for effective transition and change. These ideas, a desire to change, to truly encourage the participation in decision making, are necessary.

One of the first efforts of the group studying curriculum reorganization would be to establish a framework which would provide the direction for all other efforts. A conceptual framework suggests a logical organization of concepts which establishes a system or scheme or rational relationships among the body of knowledge of the field of study - between the givers and receivers - the processes and products, the students and teachers - the schools and communities. The organizational framework must show the distinct relationships among all parts.

Physical Education's focus is upon moving man, sport, game and play related movement. Man needs to move in order to exist in his society; it therefore follows that there should be avenues to follow which will teach individuals to move in a manner most efficient for them. The movement patterns then to be taught must fulfill man's needs to move in all real and potential situations in living.

What are the basic ideas, principles and premises upon which we can build and develop a total curriculum. There must be evidence of specific relationships one part to another if there is to be continuity in programs and in the structuring of learning experiences. These relationships have to do with values, ideas, knowledges and practices. These concepts must be constantly woven into our curriculum. They are the threads which provide strength, direction and purpose to the total curriculum.

In any effort to evaluate, re-design or construct curriculum these concepts - these threads of continuity must be considered:

1. Movement education concept.
2. Motor skill development - developmental phase concept.
3. Games - sport - play concept.
4. Physical fitness - development concept.
5. Social-ethical values concept.
6. Decision-making concept.

The district philosophy, and for some this may need to be changed, should guide and direct all program efforts. The easiest way to insure that this is done is to have the authority delegated to a specific individual. Ideally, physical education is the over-all umbrella which has several components - they are the:

- instructional program
- intramural and club program
- adapted program
- interscholastic program

The coordination is done at the district level with the help of those individuals who have accepted the responsibility for specific programs in each school. Those

individuals generally receive additional compensation, either in actual dollars or in released time. Those individuals have the responsibility for each faculty member who becomes a part of any phase of the program.

Today is for those who are involved in physical education and athletics, the beginning of a new thrust. It will probably be traumatic for many. Title IX has said to us - there will be a new way of life in our schools in physical education and in athletics.

The staffings, practices and patterns which have long existed are going to be altered and a newness to curricular happenings will evolve. Title IX has given secondary schools three years to plan and develop and implement this new way of life. This change must be looked upon as an opportunity to grow professionally, to challenge creative powers so that the new look will be a masterful effort in curriculum. This thrust in curriculum will be directly affected by the existing teaching staff.

The skills and expertise of each member must be recognized and channeled into the development of the curriculum. The concepts of physical education, the skills and knowledges of the staff, plus their insight into the needs and desires of youth, will in large determine the complexion of the learning environment of the new physical education. Men and women teachers, students and parents working together to create for each school a "new look" should be an exciting and rewarding experience. This will be a true curricular event for it has the "potential for reconstructing and reorganizing human experiences".

"Things go better with coke" is a saying familiar to us all. Things go better with total teacher involvement should become the attitude recognized as being most important in establishing staffing patterns, in-service activities and curricular change.

We cannot overlook the need for quality in-service - or staff development programs. Many teachers may be called upon to teach in areas where-in they need new experiences, updating of skill techniques and an awareness program directed toward students and teachers which help them to realize who they are, how they feel,

and what they want to be and to accomplish.

It is difficult in physical education and athletics to have successful in-service meetings because there will never be a "convenient" time when all personnel are available. Coaching responsibilities have been created by the district and have been assumed by individuals. These individuals must be a part of the in-put system if they are to grow professionally and if they are to be contributing members of a group. Individual districts will have to determine its own course of action; however, the district is responsible to provide for the time - school hours, early-late Saturday or Sunday - with or without compensation. Individual growth can occur for those participating but the growth of a department and the improvement of instruction for students can only occur if all members of the department participate. Priorities, district and individual, must live in harmony with each other. It is unfair to the majority of the staff to have a few always "excused" or absent from a viable part of the district educational effort.

Physical education provides experience in a variety of activities, in some progressive order, for the good that they do to the total man. Physical education activities are progressively structured so as to elicit the most desirable outcomes in terms of the individuals needs, desires, and nature. Physical educators must choose activities and methods within the reach of competent teaching and normal understanding and those which are structured in relation to the basic concepts of physical education.

Our goal is the integrated person. One who is ready to meet the physical, intellectual, emotional, motor and social needs, one who is capable of making adjustments based on strong values of a democratic nature. One who is healthy, vigorous, energetic; one who is able through skills, knowledges and attitudes to meet his basic needs; one who is constantly extending his interests, his purposes in life.

All of these understandings should be operative in the decision-making efforts which structure curriculum and learning experiences in physical education. It provides for us the framework for the inclusion of all ideas and knowledges per-

taining to and specifically relevant to physical education and becomes the vehicle which determines the elimination of content not pertinent to or justifiable for inclusion in physical education.

The arrangement of personnel within the department of Physical Education and Athletics should be done with one goal in mind - the improvement of instruction for ALL students. If indeed the curriculum efforts have involved the total faculty, they then are in a position to understand the needs of their student body and the school community and can work more effectively with the priorities they have helped to establish.

For the staff who has been attentive to the concepts of physical education, movement principles, the need for involvement of students in decision-making experiences it should be exciting to identify specific learning experiences and to establish minimum competencies for each.

Individual programs will be available and students will understand and recognize their responsibility in fulfilling specific requirements geared to their unique interests and growth patterns.

Scheduling of the many physical education experiences which can be offered will require expert planning. Class size, ability levels, interests, needs, facilities and teaching personnel must all be coordinated. The elective process itself calls for careful teacher counseling and evaluation. Not all schools can have 30 or 40 offerings, but all can provide some choice, some selection of activities to students. The day of the one sport each season of the school year for all students must become a thing of the past. The team and individual sports, dance, aquatics - the life time sports of tennis, badminton, hiking, archery, golf and others such as jogging, judo, orienteering are possibilities for inclusion.

The inclusion of course offerings which men enjoy, those enjoyed by women and those which both enjoy must be included if it is to be a viable physical education program. An instructional class in basketball for both men and women should be available. There should be opportunity for an all boys class and for

an all girls class when team competition exists. Intramurals provide an excellent opportunity for competition, boys groups, girls groups, & coed groups.

Students must have opportunities to select those activities which seem to best fit their unique learning styles and interests. It becomes the teaching staff's responsibility to block units of study - to cycle units of study which will include learning activities which will best meet the needs for strength and endurance development, skill and strategy improvement as well as to focus on the social-ethical and decision-making concepts.

For instance, the emphasis for the seventh grade could be in terms of strength and endurance, striking and balance activities and the skills involved in aquatics. The students could select any one of several tracts which would be different in general but specific in terms of meeting the goals.

The professional staff determines the logical content areas and the student selects the grouping of activities which appeals to him. The professional staff has to determine the overall - the long range goals for each grade level and then plans learning activities or content areas which will be directed toward the achievement of the stated goals. The student selects, chooses the path, the tract to reach each goal.

Evaluative criteria should be established and published so that all teaching personnel, students and parents are aware of an understand the process and the intent of the grade. Where athletes receive grade marks for physical education, when they are out for an interscholastic sport, it will be necessary for the teacher-coach to use the same criteria in evaluating each as he does in evaluating the student in a physical education class.

(The rich can no longer get richer - unless he's playing the same game - with the same rules).

The intramural and club programs have often been referred to as the voluntary part of the program. Such opportunities must be available to <u>all</u> students. Co-educational activities are to be included and should be if the skills learned in the instructional phase of the program are to be of benefit to the students.

The varsity or interscholastic programs must fit into this spiraling need for facilities and time. And, this, of course, is causing much concern. The facilities are to be shared - equally - with all students and with each phase of the program having at some time - the best teachers, the best gym, the best bus, and the best time.

It is not a question of either/or nor is it permissable to think of eliminating that which is good for some students to provide for that which does not exist for others. It is, however, the challenge to find better ways to share, to teach, to schedule courses, to pass levies, to increase gate receipts, and to have more, as well as more positive publicity. Ultimately it is to gain greater community support for physical education and athletic programs for all of the young people in our schools.

The fact is, Title IX is the law. The spirit and the integrity each of us takes to our efforts in working with teachers and students to fulfill all that the Title means (demands) will be reflected in the harmony, the trust which is developed with the teaching and coaching staffs and the student and parent groups.

Read George Leonard's <u>The Ultimate Athlete</u>. Measure where your school program would stand in his judgment.

Leonard suggests that the continuim of interaction sponsored by sport is attentive to cooperation as well as competition and conflict. He becomes excited about programs whose purpose is to humanize the teaching-learning atmosphere where <u>individual</u> needs are recognized and receive specific attention. All students can <u>become</u> when there is evidence of caring and interest.

This is our challenge in the new physical education. God bless you Title IX - for initiating this new thrust which must be responsive to all students, their needs and interests.

Lucille M. Burkett

February 1976